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BY- EPPS, MARGARET
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VARIOUS EDUCATIONAL PHILOSOPHIES AND CHANGES IN AMERICAN SOCIETY HAVE INFLUENCED HOMEWORK PRACTICES. AT ONE TIME, HOMEWORK WAS THOUGHT TO BE AN IMPORTANT MEANS OF DISCIPLINING A STUDENT'S MIND AND FILLING IT WITH LARGE AMOUNTS OF KNOWLEDGE. A PERIOD OF CRITICISM OF THE EXCESSES AND MISUSES OF HOMEWORK ASSIGNMENTS FOLLOWED. THIS VIEW WAS SUCCEEDED BY A PERIOD IN WHICH HOMEWORK WAS SEEN AS A MEANS OF STIMULATING STUDENT INTEREST, OF ENRICHING THE CLASSROOM LEARNING EXPERIENCE, AND OF ATTAINING ACADEMIC EXCELLENCE. AT THE PRESENT TIME, THERE IS AN INCREASING TENDENCY TO REGARD HOMEWORK AS AN INTEGRAL PART OF SCHOOL WORK AND TO INDIVIDUALIZE HOMEWORK ASSIGNMENTS WHEN POSSIBLE. THIS DOCUMENT IS AVAILABLE AS STOCK NO. 434-22804 FROM PUBLICATIONS EDITOR, RESEARCH DIVISION, NATIONAL EDUCATION ASSOCIATION, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036, FOR $0.30. (HM)

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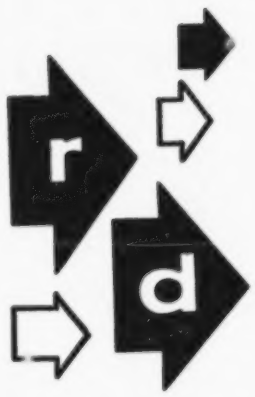

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Homework

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Prepared by MARGARET EPPS, Research Assistant

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Although homework is one of the most widely used teaching techniques, it is also one of the most controversial. During the last five years more than 75 articles have been published on the subject of home study. Most of these articles report the differing experiences and opinions of administrators, teachers, and parents. Many of them believe that a "common sense" approach to the homework problem is needed. Some think that homework should be assigned to students each night, and a few believe that it should be abolished.

In the midst of the continuing discussion and criticism of homework practices, opinion polls among administrators, teachers, and parents show that the majority are in favor of homework, even in the elementary grades (30, 32, 37, 46).[1/] This issue, however, cannot be reduced to a simple question of homework versus no homework. Articles and comments on the subject show that one can be both for and against homework, depending on what the homework practice involves. The controversy, which is not new, usually arises over the type and amount of homework that should be given.

Trends in Homework

In the early part of this century, homework was generally thought to play an important part in disciplining the mind. According to this concept, it did not make much difference what was studied, as long as the materials were difficult and abstract. Homework was also often considered to be a means by which the minds of students could be filled with large amounts of knowledge. Memorizing various types of information was an important part of homework assignments (8:6).

In the 1930's there was considerable criticism of excessively long homework assignments, routine memorization, and the use of homework as punishment. There was also concern about the indication that homework fosters copying and necessitates parental help. In the 1940's an emphasis on developing pupil interest and initiative in learning brought about an educational movement which favored doing away with homework, particularly in the elementary grades (18:213).

By the early 1950's, although there were still two sides to the issue, many educators opposed coventional homework. They favored letting homework be of the optional or recreational type (39:381).

The launching of the first Russian Sputnik in 1957 sparked a change in a 50-year trend toward less homework (47:25). Principals have reported that the biggest change in the years immediately following Sputnik was a movement toward greater emphasis on subject matter. And homework was conceived as a means for attaining academic excellence. In 1961, 51 percent of the elementary-school principals and 68 percent of the secondary-school principals reported that more work was being expected from students than in 1956. Higher academic standards for admission to college were also a major cause of increased pressure for more work by students.[2/]

At the present time we have what has been called a "cobweb theory" of homework (4:154). Current practices range from no homework, even

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1/ Numbers in parentheses refer to items in the bibliography at the end of this summary.

2/ National Education Association, Project on the Instructional Program of the Public Schools. The Principals Look at the Schools. Washington, D. C.: the Association, April 1962. p. 7, 9, 30.

for secondary-school students, to a substantial load for pupils in the early elementary grades. Assignments vary from memorization and mechanical exercises to creative projects designed to interest the pupil in the learning process (47:12-15).

Research

The research that has been done on homework does not lead to any definitive conclusions. Very few experimental studies have been conducted, and those who have investigated homework research (18, 29, 47) have found most existing studies to be poorly designed and limited in scope. Goldstein (18) reviewed 30 years of research on homework and concluded that preconceived ideas about the value of homework have often interfered with the interpretation of research findings. The results of most homework research are inconclusive and statistically insignificant, but the few significant findings seem to suggest, as Goldstein concludes, that homework favors higher academic achievement in the upper elementary and secondary grades, for some pupils, in some subjects.

The findings of a few of the homework studies are of interest:

The most extensive study of homework in the elementary grades to date was made by DiNapoli (15) in 1935. The experiment was conducted in an attempt to determine whether compulsory homework results in improved academic achievement. Although DiNapoli recommended that compulsory homework be abolished, the only statistically significant findings of the study show some positive value in homework in the fifth grade.

The El Segundo study (11), published in 1937, investigated the effects of abolishing homework. The most significant findings of the study showed a drop in high-school grades among those pupils who attended the El Segundo elementary school after homework was abolished there.

The results of Steiner's experiment in a single seventh-grade class (45) seemed to indicate that regular homework led to gains in achievement in arithmetic and grammar.

In an experiment conducted by Anderson in 1946 (1), the group with regular homework assignments showed higher achievement gains in English, social studies, and mathematics than the group that did not have homework.

In 1954, Schain (43) reported a limited experiment among students in an American history class. The bright students, he found, did well with or without homework, but did slightly better with homework. The average students did much better on daily quizzes and on essay tests when they had regular homework assignments. The students with low IQ's also did better with homework and, Schain added, seemed lost without it.

Hines (19) conducted a year-long experiment to determine the effect of homework on achievement in plane geometry. The scores on every test given during the year favored the homework group over the no homework group.

The majority of the research on homework was done in the 1930's and concerned primarily the question of homework versus no homework. There is apparently no research on the effects of homework in grades 1-4. Also, no research has been reported that provides answers to such questions as what type of homework is most valuable to various types of pupils, and what type of homework is most appropriate to various subjects. Changes in curriculum and teaching methods and materials may call for new types of homework, but so far almost everything that has been published is opinion. Despite the limitations of even the most carefully controlled experiments in this field and the difficulties involved in the types of longitudinal studies required, there is definite need for further research on problems related to homework.

Advantages of Homework

Frequently administrators approve of homework, teachers assign it, and pupils and parents expect it because of the belief that homework can serve an important educational function. Homework is assigned for a variey of reasons. Five advantages frequently mentioned in articles and comments on homework have to do with furthering specific learning tasks:

1. Homework can reinforce what was learned in the classroom by providing an opportunity to assimilate, practice, and apply new concepts (6, 38, 47).

2. Home study allows students to complete unfinished class assignments and make up work missed during absences (6, 46).

3. Homework can provide a background for classroom activities by allowing students to preview work that is to be taken up in the near furture (6, 42).

4. Home assignments allow teachers to adjust class instruction to individual differences in ability and interest (6, 42, 46).

5. The material studied in class sometimes needs to be supplemented by projects that cannot be done in the classroom. Homework allows worthwhile projects such as reviewing reading materials other than textbooks, watching a special TV program or movie, or writing themes or reports (42, 46).

Homework can also serve to enhance and enrich the learning process in general:

1. Home study gives the pupil the experience of working by himself. This experience will help him to develop initiative, self-discipline, responsibility, and independence (30, 47).

2. Homework can help the student to develop the study skills needed for obtaining knowledge on his own (27).

3. Permanent leisure interests in learning may be developed by homework that calls for a questioning and searching attitude (24, 47).

4. Many homework assignments enrich the classroom experience by relating what has been learned in school to everyday problem solving situations in the home, the community, and the nation (42, 47).

Disadvantages of Homework

Among the frequently voiced objections to homework are the following (20:46, 22:207):

1. After a full day at school, a child is tired. There is little enough time left for recreation and rest without his having to spend the evening poring over books.

2. Homework may reduce the interest and enthusiasm with which the child faces the next day's work.

3. Parents sometimes end up doing homework, which usually results in confusing the child.

4. Not all homes provide equally suitable study conditions or the tools necessary for study.

5. Homework may result in the neglect of worthwhile activities such as private music or dancing lessons, church activities, scout meetings, hobbies, and recreational reading.

6. Disagreeable homework tasks may lead a child to dislike school.

7. Homework assignments are usually geared to the "average" student. Assignments may be too difficult for some children and not challenging enough for others.

8. Family life may be disrupted by nightly homework. Some children and some parents develop emotional tensions because of homework.

Kinds of Homework

Just as there are many reasons for assigning homework, there are many types of homework. By varying the type of homework assigned, teachers can help students develop a variety of study skills (47:15).

Reading assignments are often closely connected with examinations students are expected to pass. When tests call for problem solving abilities, students tend to read to find general concepts, to see relationships, to draw conclusions, and to make supportable generalizations. When tests call for facts, students are more likely to focus their attention on details (47:15).

Written homework, such as creative and expository compositions, reports, reviews, and summaries, enable a teacher to judge students' knowledge and ability to communicate this knowledge. Numerous written assignments, however, can become a burden to both students and teachers. Such assignments can crowd out the kind of home reading and study that will be most needed by students in later life (47:27). Often class discussions can be a more interesting means of learning what students know.

Drill has been criticized as an outmoded type of homework. Certainly drill should not be used excessively, but it can serve a worthwhile educational purpose when used wisely. Drill can be used profitably to reinforce skills in such subjects as mathematics, music, grammar, foreign languages, physical education, business education, and industrial arts. After a new process has been introduced, it can be practiced and mastered through homework involving drill. Next, teachers should be careful to return drill materials to the broader context from which they were originally separated in order to make students see that drill is not an end in itself (21:167-68).

Long-term projects help develop responsibility and give students practice in budgeting their time. Such projects require that knowledge be put to practical use in solving a problem (47:27).

The need for individualized homework is often noted in articles and comments on homework (5, 9, 38). A uniform homework assignment may be too easy for the bright pupil and, at the same time, too difficult and time consuming for the slow learner. In actual practice, most homework is not differentiated to any degree. One study of homework practices (41) revealed that 36 percent of the school systems reporting recommended no difference in homework "loads" for pupils of low, average, or high ability.

Even more important than recognizing the need for different amounts of homework for different students is the need to discover how to vary the type of homework assigned to students of varying abilities, interests, and cultural opportunities (40). Very little has

been written to suggest how the teacher, already short on time, can go about adjusting assignments to individual needs. Assignments that involve an element of choice might be one possibility. Devices, such as asking certain students for special reports and allowing extra work, have been suggested (10). Assignments could be modified in such a way that some students would be freed from practice material so that they might devote their time to special problems; other students could be excused from the most difficult part of the assignment in order to concentrate on mastering the basic process involved (42:17). Whenever homework is individualized, though, the teacher should be careful to do it in a subtle way (10).

Homework in Elementary School

In a 1960-61 NEA survey of principals,[3/] 54 percent of the elementary-school principals reported that higher standards for admission to college were a major cause of pressure for more work by elementary students. This may help to explain why homework assignments in the elementary grades apparently have increased in recent years.

A teacher opinion poll conducted in 1961 by the NEA Research Division (32) showed that 83.5 percent of the elementary-school teachers were in favor of homework in the elementary grades. One out of three elementary teachers, however, did not approve of homework in grades 1-3. Those teachers who favored homework were also asked how long they thought assignments should be for children in the elementary grades. The median figure for grades 1-3 was two-and-a-half hours a week; for grades 4-6, four hours a week. The table below shows the distributions of the replies of the elementary-school teachers:

Hours per week	Teachers of Grades 1-3	Teachers of Grades 4-6
None	27.4%	...
1	14.3	2.2%
2	22.0	13.9
3	23.4	22.2
4	3.7	15.0
5	7.4	26.9
6	0.7	7.5
7	0.7	3.3
8 or more	0.4	9.0
	100.0%	100.0%

A questionnaire involving 836 teachers and administrators in California (46) also showed general support for some type of homework in grades K-6. The consensus was that homework could begin with a maximum of 10 minutes a night in kindergarten, gradually increasing to 48 minutes a night in the sixth grade.

In actual practice, children in the primary grades may not be aware that they are doing homework (30:368). Their first assignments may be to bring something from home for "show and tell." Gradually the teacher can see that the materials children bring have a relationship to what is being studied.

Preparation for doing more "traditional" homework may begin with "seat work" in the primary grades (27). As the children work independently to carry out the teacher's instructions, they begin to develop study skills.

One study of homework practices (14) shows that some spelling, a short paper, or a speech are common homework assignments in grades K-3. In grades 4-6, spelling, make-up work, and arthmetic problems are common assignments.

As homework increases in the elementary grades, concern increases about children having enough time for out-of-school activities and plenty of rest. Some schools have rules limiting the amount of homework to be assigned, but the time pupils actually spend in studying depends on a number of factors (47:13). One pupil may spend 30 minutes on a "one-hour" assignment; another pupil may spend 90 minutes on the same assignment. Because the elementary-school teacher works closely with a relatively small number of pupils, he is in the best position to judge the amount of homework that would be best for a particular pupil or class. Talks with parents will usually reveal whether assignments are too lengthy.

Homework in Junior High School

In many different ways the junior high school is a transition between the closely supervised years of elementary school and the relative independence of high school. In elementary school a pupil is usually assigned homework by only one teacher, and she can tell whether the amount is about right for the individual pupil. In junior high school four or five teachers may give assignments, without knowing what the other teachers have assigned. Extracurricular activities begin to make demands on pupils' time, too. The school needs to do all it can to keep these new experiences from bewildering pupils.

It is usually suggested (26, 2) that junior high-school pupils be assigned no more than a total of an hour's work a night in the seventh grade, progressing to around an hour and a half or two hours in the ninth grade.

It is important to consider not only the amount but also the type of homework that is assigned to junior high-school pupils. Studies

3/ Ibid., p. 31.

indicate that if a pupil does not learn to get some satisfaction from tackling and completing a difficult task by the time he is 14, he never will (26:17).

Part of the function of the junior high school is to teach the techniques of individual study (13). Some junior high schools require a semester course in study skills for seventh-graders (30:368). With the cooperation of all seventh-grade teachers, such a course could be very helpful to pupils. The individual classroom teacher can help to teach study skills by supervising the study of textbooks, facts, and necessary drill work (26:17).

Homework in High School

High-school students have such varying educational needs that homework practices differ greatly in secondary schools. Students going on to college need to develop habits of independent study and have a wide background of knowledge. Much of this ground cannot be covered during the school day, and college-bound students should expect relatively heavy homework assignments. Studies show that many high schools expect students to spend between 10 and 15 hours a week in out-of-class study (41). A survey of secondary-school students in Tennessee indicated that these students were actually spending about 13 hours a week in independent study.4/

Homework is also considered important to students majoring in some field of vocational education or "general" education. Assignments that promote self-education are important for young people who may face job retraining several times during their working years. They need to learn that education is not something that goes on only at school. It should be remembered, however, that many of these students hold part-time jobs that may be a more valuable educational experience than lengthy homework assignments.

In theory, study halls are supposed to ease the homework burden of secondary-school students, but the study hall is almost as controversial a subject as homework. Teachers and pupils frequently object to study halls as a waste of time.

Many school systems which have retained traditional study halls are trying to improve them. One method that has been gaining popularity is the student-supervised or honor study hall (34).

Other high schools have eliminated study halls and substituted supervised study as part of 60- or 70 minute class periods. Such a program has the advantage of allowing students to begin homework under the guidance of the teacher who made the assignment (34).

Since study conditions in the home are not always favorable, some schools and communities have established after-school study centers. These centers provide a quiet place for doing homework. In many cases teachers or tutors are available to provide assistance, if it is needed. After a year's trial, the Fresno City Unified School District concluded that the afternoon study periods for elementary-school pupils were unsuccessful; however, the after-school study periods were valuable for junior and senior high-school students (17).

Establishing a Homework Policy

In an attempt to regulate homework and encourage individual schools and teachers to use it in a constructive way, some school systems have adopted an official homework policy. A study of 116 school districts in New York (7) shows that 27 percent of the reporting school systems had a written homework policy; 44 percent of the systems had a policy, but it was not in written form; and 29 percent had no policy on homework.

Because factors, such as transportation, home conditions, and student employment, differ within a school system and even within a single school, some administrators believe written policies would not be practical in their districts (14). Districts that do have written policies recognize these varying conditions and generally make the homework policy a flexible one meant to guide rather than dictate homework practices. Written homework policies are often concerned with stating the general goals and purposes of homework, along with some suggestions as to the maximum amount of homework that should be assigned in the various grades (14, 30).

In some school systems, administrators have based their homework policy on questionnaires sent to parents and teachers (35). The results of discussions of homework in faculty and PTA meetings can also lead to the formulation of school-wide or system-wide policies (50:45). Cooperation among administrators, teachers, and parents in planning a homework policy can help to insure cooperation in implementing the policy once it is established.

When a written homework policy does exist, it should be publicized. A study of homework practices (7) revealed that among the systems reporting written homework policies, only 54 percent distributed copies to teachers. In only 22 percent of the school systems were copies of

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4/ Superintendents' Study Council of the State of Tennessee. Use of the School Day. Nashville: Tennessee Department of Education, 1964. p. 16.

the policy distributed to parents; 14 percent of the stystems distributed copies to students.

Once a homework policy has been established and teachers, students, and parents have been made aware of it, it should not be forgotten. Constant changes call for constant re-evaluation of educational goals and procedures. Homework policies need to be revised every few years.

The Role of the Teacher

The classroom teacher has the best opportunity to judge the amount and kind of homework to assign. The teacher must accept the responsibility for making students understand not just what is to be done, but why it should be done and how it should be done. Before a homework assignment is made, the teacher should be sure that it has a legitimate educational goal and that this goal is clear in his own mind. Only then can the teacher make students understand the purpose and value of homework.

Homework should not be used in such a way that it will cause a pupil to dislike a particular subject or school in general. Teachers should avoid assigning busy work or using homework as punishment. Homework should not be so difficult that it leads to cheating (3). Since homework is a tie between home and school, unwise homework assignments can be the source of public relations problems (35).

Before students can be expected to work independently at home, they need to learn certain reading and study skills. Guided study in the classroom gives the teacher an opportunity to make suggestions as to how work should be done, and then check the study methods and the progress of students. Often homework can be started during the class period so that the teacher can make sure students understand exactly what is required of them and how they can best approach the assignment.

Students want to know what the teacher thinks of the way they have done their homework, and corrections and comments on homework assignments can bé a valuable means of communication between teacher and student. Some teachers, however, spend a disproportionate amount of time correcting homework assignments. An NEA Research Division study showed that some teachers spend more time correcting papers than preparing lessons.5/ The teacher needs to give some thought to the way in which he will evaluate homework assignments before he has more papers to correct than he has time for.

The following guidelines may be helpful to the teacher in appraising and improving his homework assignment (6, 20, 31):

1. Plan homework assignments carefully.
2. Avoid unnecessary homework.
3. Relate homework to class work and make sure students see the relationship.
4. Explain the assignment carefully to make sure each student knows exactly what to do and when the assignment is due.
5. Avoid vague assignments.
6. Vary the type of homework assigned.
7. Remember that assignments which call for initiative and imagination discourage copying.
8. Plan assignments that are flexible enough to provide for individual capabilities and interests.
9. Make sure students have the tools they need to do the work.
10. Avoid assignments that might involve parents in the responsibility for teaching.
11. Formulate a homework policy and be consistent.
12. Remember that students develop "what's the use" attitude about homework when the teacher fails to return assignments or does not indicate to the student, in some way, that his work has been evaluated.
13. Consider the total homework loads of students.
14. Consider special school activities, weekends, and holidays.
15. Find out what students and their parents think about homework.

The Role of Parents

Because most homework is done in the home, it is helpful for schools to inform parents about the educational goals of homework and seek their cooperation in attaining these goals. Most parents are willing to help. Interviews with 300 families of various backgrounds (23) showed

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5/ National Education Association, Research Division. The American Public-School Teacher, 1960-61. Research Monograph 1963-M2. Washington, D. C.: the Association, April 1963. p. 56, 99.

that only one family in 100 failed to agree that homework should be a part of family living. In another study of parental reactions to homework (46), 97 percent of the parents reported that they were willing to help their child by working with the teacher.

Frequent warnings that parents must not help their children with homework have made many parents feel that there is nothing they can do. While it is true that teachers have a right to expect parents to refuse to actually carry out a homework assignment for their child (20), there is a great deal parents can do to help. First of all, parents can listen when the child talks about school and express interest in the work and projects he brings home (35:2).

Parents can help by providing conditions conducive to effective home study. They can help children set up a time and a place for homework. Quiet and good lighting are probably the most important physical conditions for study (47:23). Parents should keep in mind, however, that some children may not be at ease when isolated from the rest of the family. They may be able to work best at the kitchen or dining room table (5). Parents should encourage, but not nag, the child to complete homework assignments. They can show their concern by keeping younger children from bothering the student and keeping the volume of the television or radio down. A dictionary, an atlas, and a one-volume encyclopedia are basic reference aids for the student. Parents can help by providing such materials, if at all possible.

Parents can help by understanding their child. Throughout a child's years in school there may be times when parents need to be relaxed about school performance and other times when they need to push a bit (25:30). Sometimes the best way to help a child learn to become independent about homework is by offering help and support when he needs it. Some children, on the other hand, may tend to take advantage of parental help, and firm limits may need to be set to help them learn to work independently (24).

When homework involves necessary drill and memorization, such as in the study of spelling or foreign languages, parents may be able to help by calling off items to be memorized. When homework assignments are meant to encourage creative efforts, parents can help by stimulating thinking. They can help with questions of interpretation, point out principles involved, and help give illustrations (20).

When a child is having trouble with homework, the parent can ask questions about "how it is done in school." If the child is unsure, the parent may need to take the initiative in finding out what the teacher actually expects of the student. Sometimes this differs widely from what a child, particularly a young one, honestly believes is expected of him (20:46). Parents should be careful not to undermine the teacher's authority by engaging in adverse criticism of the teacher with the child. Unfortunately, homework assignments sometimes <u>are</u> too long and too difficult (24). If homework really seems to be too much of a burden to the child, the parents should discuss the problem with the teacher.

Perhaps the greatest help parents can offer is to be found in their own positive attitude toward school and learning. Parents who demonstrate intellectual curiosity and take time to share and discuss a variety of activities with their children indirectly encourage them to do better school work.

The Role of the Student

The school can set policy, the teacher can try to make worthwhile and interesting assignments, the parents can provide the right conditions for home study, but it is the student who actually must do the work. Homework is an opportunity for the student to show what his real capabilities are. It is helpful if he views homework as one means of furthering his educational growth (21:166).

The student should make sure he understands the assignment--its purpose, when it is due, how it should be done. Writing homework assignments in a notebook kept especially for that purpose eliminates the possibility of forgetting the details of the assignment.

Finding time for homework is often a matter of budgeting the time that is available. When study time is provided during the school day, the student should take advantage of it. Long-term assignments should be planned so they do not have to be done all at once. Reviewing class work frequently, eliminates cramming for tests.

The student should analyze his study habits and take advantage of available study helps.6/ Although research shows that there is no best way to study (47:3-4), all students do need effective study skills. When students report their study habits, certain methods are mentioned more often by good students than by poor ones. Surveys of this kind report the following methods as characteristic of good students (47:6-7):

1. Assemble materials needed before beginning to study.

6/ See National Education Association, Research Division. <u>References on How To Study</u>. RL 66-5. Washington, D. C.: the Association, April 1966. 4 p.

2. Have a purpose clearly in mind and adjust reading rate and method to that purpose.
3. Make complete sentences while writing.
4. Attempt to master all the material while progressing from lesson to lesson.
5. Understand charts and tables.
6. Try to interrupt study sessions at a natural break in the material.
7. Do not take notes while reading for general comprehension; make outlines after reading an entire section.
8. Think of concrete examples to illustrate general principles; make critical judgments and opinions during study.
9. Read each point in a lesson until it is clearly understood, and then summarize the idea.
10. Use what has been learned in one class in preparing for another.

In Summary

Various educational philosophies and changes in American society have influenced homework practices over the years. At one time homework was thought to be an important means of disciplining a student's mind and filling it with large amounts of knowledge. This was followed by a period of criticism of the excesses and misuses of homework assignments. Next came a period in which homework was viewed as a means of stimulating student interest and enriching the classroom learning experience. Later, it was seen as a means of attaining academic excellence. At the present time, opinions and practices regarding homework seem to reflect something from all the stages that homework has moved through. There now seems to be an increasing tendency to view homework as an integral part of school work and to individualize homework assignments whenever possible.

Most of what has been written about homework is opinion, and the opinions differ widely. The research reported in the literature to date offers little in the way of definitive answers to many of the important questions pertaining to homework. The continued concern of teachers, school officials, pupils, and parents point to the need for further studies to seek answers to central questions as what kind and how much homework is best for different types of pupils.

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